1 ANNUAL PROGRAM EVALUATION Model & Guide

August 2005

² Objectives

Six things we want you to acquire:

- 1) Know the requirements and purposes for and related to program evaluation
- 2) Understand the basic components of program evaluation
- 3) Be aware that a model and guide is available

³ Objectives

- 4) Know how data relate to program evaluation and improvement planning
- 5) Be aware of resources available to assist with program evaluation
- 6) Be aware that focused monitoring ties in with performance evaluation and improvement planning

⁴ Why Evaluate Programs?

- 1 Required by
 - Missouri School Improvement Program
 - Missouri State Plan for Special Education and Compliance Standards and Indicators
- 2 Necessary to
 - Thoughtfully plan for program improvement
 - Report out to boards of education and the public
- 5 Continuous Improvement Cycle
- ⁶ Purpose for the Model and Guide
 - Provide a tool that is process driven (available on the web)
 - Combines program evaluation with improvement planning
 - Meets the MSIP and special education compliance requirements for program evaluation
 - Use the results by implementing effective practices for improvement planning

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8 Contents

- Guide
 - ☐ Guidelines and components for conducting an annual program evaluation
- Special Resource Section
 - □ Data drill down process examples
 - ☐ Listings of data for consideration
 - □ Questions to consider
 - □ District case studies
- Fillable Forms/Templates

- District Example for Annual Program Evaluation
- District Example of Graphing Templates and Data Drill Down

⁹ Conducting an

Annual Program Evaluation

- Program Description
 - □ A1 Team Members and Dates
 - □ A2 Type of Program
 - ☐ A3 Program History
 - □ A4 Grade Levels
 - ☐ A5 Number of Employees
 - □ A6 Personnel Responsible for Data Collection/Reporting
- Program Evaluation
 - □ B1 Program Goals
 - □ B2 Program Objectives
 - ☐ B3 Evaluation Criteria/Procedures/Data Analysis
 - □ B4 Cost Analysis
 - ☐ B5 Strengths/Effectiveness of Program
 - ☐ B6 Concerns Regarding Program
 - ☐ B7 Recommendations to Achieve Goals
 - □ B8 Action to be Taken

10 Program Description (Components A1-A6)

- Provides context for appropriately evaluating data relative to program goals
- Contains background and demographic information about the program
- Teamwork!

11 Program Evaluation (Components B1-B8)

- States the program's goals and objectives
- Evaluates progress
- Identifies strengths and concerns
- Defines actions to be taken

12 Program Goals (Component B1)

School Entry

A. Increasing school readiness

Student Achievement

- B. Increasing proficient readers
- c. Increasing MAP performance

Transition

- D. Increasing graduation rates
- E. Decreasing dropout rates
- F. Consistent vocational participation rates
- G. Increasing employment/continuing ed post-vocational training
- H. Increasing employment/continuing ed post-secondary

13 Program Objectives (Component B2)

- May already be established.
- May be established for all students.
- May not be defined at all.
- Need to be measurable targets and benchmarks.

14 Evaluation Procedures/

Criteria/Data Analysis (Component B3)

- Procedures and criteria documented
- Data analysis evidence and accountability

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Evaluation Procedures/
Criteria/Data Analysis (Component B3)

16



17 Evaluation Procedures/
Criteria/Data Analysis (Component B3)

■ What

- □ Step 1: Collect data needed to evaluate program goal
- □ Step 2: Examine data
- □ Step 3: Consider compliance implications and identify concerns

■ Why

- □ Step 6: Identify gaps/additional information needed
- □ Step 7: Determine conclusions

18 Step 1- Collect data needed to evaluate program goal

- Start with what you have (see Listings of Data for Consideration)
- Use multiples measures:
 - Demographics
 - Student learning
 - School processes
 - Perceptions
- 19 Step 2 Examine data
 - Basic stuff

■ Consider what to look for (see Questions to Facilitate Thinking)
20 ■ Step 3 - Consider compliance implications and identify concerns ■ Simply put - what the data tell us
Evaluation Procedures/ Criteria/Data Analysis (Component B3) ■WHY - Steps 4 through 7
22 Step 4 - Identify other measures/questions to consider
Simply put: What the data doesn't tell us What the data tell us we need to know (see Listings of Data for Consideration)
²³ Step 5 - Drill down data, analyze and consider implications
Disaggregate to get closer to why (see Questions to Facilitate Thinking)Now what / so what?
24 Step 6 - Identify gaps/additional information needed
■ What other evidence do we need: □ To form a conclusion □ To plan for improvement
25 Step 7- Determine conclusions
■ Evidence based! ■ Reasonable assumptions for why
²⁶ ■ Reading Example

■ The percentage of students with disabilities in Grade 3 and 7 who are proficient readers

will increase, while the percentage that have Missouri Assessment Programs -

Drill Down Process

27 Goal B

Communication Arts (MAP-CA) read to them will decrease.

28 Why is the math book sad? It has a lot of problems!

AND

Everybody is focusing on reading!

- ²⁹ Step 1 Gather Data from Multiple Sources
- 30 Templates
 - What are they for?
 - How can you use them?
- Data for Consideration:
 Levels of Data Available
 - Disaggregating and Drilling Down
 - □ State
 - □ District
 - □ Building
 - □ Classroom
 - □ Student
 - □ Other disability, age, grade, race/ethnicity, LEP
 - $\quad \ \Box \ \, \mathsf{CAUTION!}$
- Step 2 Examine Data and Consider What to Look For
- 33 Step 2 Continued
- 34 Step 2 Continued
- 35 Step 2 Continued
- 36 Step 2 Continued
- 37 Step 3 Consider Compliance Implications and Identify Concerns
 - District Communication Arts results are not meeting the minimum acceptable levels for compliance
 - AYP Communication Arts:
 - ☐ Met for all students for 2002 & 03, Not met in 2004
 - □ Not met for students with disabilities in all years
 - Concerns:
 - □ Oral accommodations in third grade are increasing
 - □ Performance for IEP students in district is below state
 - □ District scores are getting worse
 - $\hfill\Box$ Reading proficiency differs greatly by buildings
- 38 Step 4 Identify Other Measures and Questions to Consider
- 39 Step 5 Drill Down the Data for Analysis

- 40 Step 5 Continued
- 41 Step 5 Continued
 - Reading performance disaggregated by teachers with and without professional development in reading instruction
 - Reading performance by instruction delivery methods
 - Reading performance/progress by attendance
- 42 WHY?

WHY?

WHY?

WHY?

WHY?

- 43 Step 6 Identify Gaps/Additional Info Needed to Form a Conclusion
 - Deficit skill areas by building and grade level for students with disabilities
 - How assessment was administered in each building
 - Why building results are so different
- 44 THEN A MIRACLE OCCURS....
- 45 Step 7 Determine Conclusions from the Analysis of the Data (Steps 1-6)
 - Those students demonstrating progress had a commitment to learning to read while those who made little progress had <u>attendance issues</u> and were not motivated to learn
 - Teacher surveys suggest that <u>oral accommodations were not used consistently</u> throughout the school year as well as for the MAP
 - <u>Decisions</u> about reading instruction delivery, professional development and LRE were not always resulting in each student getting the best instruction possible
- 46 Evaluation Procedures/Criteria/

Data Analysis (B3)

- Summarize drill-down analyses and graphing templates into Component B3 in a way that is meaningful and useful to your audiences
- Address each Performance Goal to the degree necessary
- Remember to keep asking why and to use multiple sources of data.
- Findings The Rest of the Story
 - Components B4-B8
 - □ Cost Analysis
 - □ Strengths/Effectiveness
 - □ Concerns
 - □ Recommendations to Achieve Goals
 - □ Action to be Taken

48 Action Plan

49 Real Life Examples

Compliments of: Mary Coker

50 Focused Monitoring

- Overview of this State level improvement planning effort
- How does it fit into program evaluation?

51 ■ Real Life Examples

Compliments of:
Janeal Alexander & Dana Clippard

52 Real Life Examples

Compliments of: Vicki Zuhone

53 Comprehensive Reviews

- Look at performance and compliance
- Thoughts for 4th Cycle
- State Performance Plan (SPP)

54 🔳 State Performance Plan

Section 616 of IDEA04: Monitoring, TA and Enforcement

- □ State Performance Plan (SPP) and Annual Performance Reports requires annual public reporting of state and DISTRICT performance
- □ Primary focus is on
 - improving educational results and functional outcomes for all children with disabilities and
 - ensuring program requirements are met, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities

55 IDEA04 State Performance Plan

The Plan

- By December 2, 2005 each state must submit a six year Plan to the Secretary
- The Plan must evaluate the State's efforts to implement requirements of Section 616
- Describe how the State will improve implementation of the law
- Be developed with broad stakeholder input and public dissemination

56 State Performance Plan

Monitoring Priorities:

- 1. FAPE in the LRE
- 2. Disproportionality
- 3. General Supervision/Child Find
- 4. General Supervision/Transitions
- 5. General Supervision

- 57 Pertinence to Districts?
 - Required PUBLIC REPORTING of district-level data on EACH indicator EACH year
 - RANKING of district performance on each indicator
 - Use of targets in DISTRICT SELECTION for monitoring and technical assistance
- 58 Public Input on SPP
 - DESE is looking for input on proposed targets and improvement activities
 - Regional meetings scheduled for weeks of October 10 and October 17
 - Check with your RPDC for locations and dates
- ⁵⁹ In Summary....
 - We have walked through a process that brings together **program evaluation** and **improvement planning**
 - □ Identify programs goals and objectives
 - □ Analyze/evaluate the data
 - ☐ Use the analysis to plan for improvement
 - We talked about how **comprehensive reviews** and the State Performance Plan relate to program evaluation and improvement planning
- 60 Resources on www.dese.mo.gov/divspeced
 - Model and guide (includes examples, fillable forms and graphing templates)
 - Special Education Consultants at RPDCs
 - Division Staff

THANK YOU!